



# COLORADO STATE BOARD OF EDUCATION

Attachment A

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Seated January 2005

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**Chairman**

3rd Congressional District

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6th Congressional District

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5th Congressional District

**Karen S. Middleton**

7th Congressional District

**D. Rico Munn**

1st Congressional District

**Clair Orr**

4th Congressional District

## A RESOLUTION:

### CONCERNING ARTS EDUCATION

- Whereas,** the arts are one of the basic expressions of humanity, and;
- Whereas,** the arts represent a unique way of expressing human intelligence and fostering aesthetic experiences, and;
- Whereas,** the arts contribute to the creative, collaborative and critical thinking skills necessary for a global workforce, and;
- Whereas,** a design component of education is to meet the needs of all students, and;
- Whereas,** the arts are inherently valuable as core disciplines themselves, and are a valuable and useful component of effective instruction in other core disciplines, and;
- Whereas,** arts education is one of the academic indicators used to determine the accreditation status of school districts, and;
- Whereas,** arts education has a demonstrated ability to increase attendance rates, graduation rates, student achievement, and facilitate higher scholastic achievement, especially for at-risk students, and;
- Whereas,** arts education has a demonstrated ability to remediate delinquent behavior, and;
- Whereas,** there is a widespread concern that high-stakes testing, accountability, and the new Colorado college admission requirements are leading to reductions in access to arts education for Colorado students, and;
- Whereas,** the experience of many schools across Colorado, as well as much research, show that a strong arts education program, integrated throughout the curriculum, leads to higher academic achievement, higher graduation rates, and greater success in post-secondary education, therefore;
- Be It Resolved,** that the Colorado State Board of Education reaffirms the importance of the arts as an essential part of a classic, well-rounded, strong academic education, and;
- Be It Further Resolved,** that the Colorado State Board of Education encourages local school districts to ensure equal opportunity and access to the study of and participation in the arts as part of a core curriculum within the school day for all Colorado students.

Adopted: May 12, 2005

## **“TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED**

### **“SEC. 1001. STATEMENT OF PURPOSE.**

“The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

This purpose can be accomplished by—

- “(1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, common expectations for student academic achievement;
- “(2) meeting the educational needs of low-achieving children in our Nation’s highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- “(3) closing the achievement gap between high- and lowperforming children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- “(4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
- “(5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- “(6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- “(7) providing greater decisionmaking authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- “(8) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
- “(9) promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- “(10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- “(11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
- “(12) affording parents substantial and meaningful

opportunities to participate in the education of their children.

# Bristol Elementary School of the ARTS



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Bristol is a Title 1 school

## IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Bristol, as a school for the arts, helps to successfully educate our student family through the use of arts integration.

The arts integration at Bristol addresses 6 of the 12 objectives of the title. Other pieces are met through different means.

"The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic standards and state academic assessments. This purpose can be accomplished by..."

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2) Meeting the educational needs of low-achieving children in our Nation's highest poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;

### How Bristol addresses this objective:

Arts integration provides these children opportunities to make connections between what they have learned in class to the experiences they have in the arts. This is great support for those children who have disabilities or who are learning English, and the right brain world gives them the chance to learn through multiple modalities.

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3) Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;

How Bristol addresses this objective:

The arts give another perspective on life compared to what they see in the "regular" classroom. Children are given the chance to try, fail, and or succeed without judgment. Thus, these experiences build self-awareness and esteem, encouraging each child to believe that they can accomplish anything regardless of outside prejudice or past experiences.

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4) Holding schools, local educational agencies, and States accountable for improving the academic achievement for all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;

How Bristol addresses this objective:

To many people, the arts are an essential part of a high-quality education, while others view the arts as a luxury. Bristol's goal is to offer opportunities to our students who would not otherwise be able to afford them. Our students' art experiences begin the day they enter the school, like playing an instrument or going to an art museum. Through these experiences these underprivileged children receive a high-quality education, transforming a low-performing school into a high-performing school. For Bristol to continue it's growth toward being a high-performing school, we need the time, resources, and support of our District and State.

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5) Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are the greatest;

How Bristol addresses this objective:

Our Principal, Steve Ferguson, at Bristol Elementary has allocated substantial funds from Title to the arts. His belief that the arts do indeed raise academic achievement is based on a growing body of research.

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7) Providing greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;

How Bristol addresses this objective:

The Bristol community has made the commitment to be an arts school. We devote training time towards achieving an integrated curriculum and using different teaching styles. Every staff member, administrator, and involved family member has made this possible.

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8) Providing children an enriched and accelerated educational program, including the use of school wide programs or additional services that increase the amount and quality of instructional time;

How Bristol addresses this objective:

The Suzuki program, taught by Michael Hanson, is a great example. His program includes additional services like remedial and accelerated classes. This provides added instructional time for teachers, as they send half of their classes to Suzuki and keep the other half for differentiated instruction, and then the groups switch.

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9) Promoting school wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;

How Bristol addresses this objective:

Bristol has become a "School of the Arts" over the course of 6 years. A tremendous amount of study and research has gone into the development of our school, using resources within and outside of the district. Some of those resources include observation of successful art schools, as well as research-based findings on the connection between arts and academic achievement.

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12) Affording parents substantial and meaningful opportunities to participate in the education of their children;

How Bristol addresses this objective:

Parents and families are continuously involved here at Bristol, whether walking the school to see their child's art in the hallways, sitting down at home to watch BBN (Bristol Bear News) on a local television station, or attending performances, athletic events, and the community-friendly Nights of Excellence. This gives parents a chance to be part of their child's education in a variety of ways.

Bristol strives to create a school where every child has the opportunity to learn in a high-quality, high-achieving school. We are a school enriched with the arts, where students, their families, and staff come together to celebrate learning and life.

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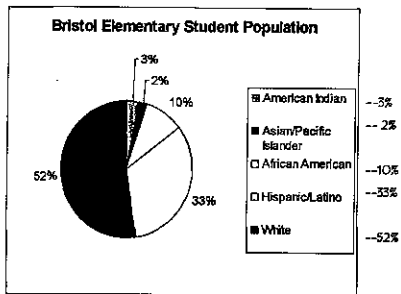
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Bristol's Socioeconomic Breakdown

74% of the student population receives a free or reduced lunch.



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In times of change  
learners inherit the earth,  
while the learned find themselves  
beautifully equipped to deal  
with a world that no longer exists.  
~Eric Hoffer

"Sociologists and policymakers have long touted art and culture as a cure-all to economically depressed neighborhoods, cities, and regions...It has been proved that artists stimulate local economies..." - Maya Roney, *Business Week*

Through the arts we are striving to equip our students with the problem-solving and adaptability required to function in this changing world economy.

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CDE and the ARTS

"Be it resolved, that the Colorado State Board of Education reaffirms the importance of the arts as an essential part of a classic, well- rounded, strong academic education, and;

Be it further resolved, that the Colorado State Board of Education encourages local school districts to ensure equal opportunity and access to the study of and participation in the arts as part of a core curriculum within the school day for all Colorado students."

- A Resolution: Concerning Arts Education  
Adopted May 12, 2005

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Bristol's Historical Mural

Interactive Mural can be found on [www.d11.org/bristol](http://www.d11.org/bristol)

This mural was the inspiration for Bristol becoming a "School of the Arts"



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Programs offered at Bristol's School of the ARTS

- Music & Performing Arts Program
- Physical Education/Kinesthetic Arts
- Band/ Orchestra
- Suzuki Program
- Visual Arts
- Bristol Bear News (BBN)

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Suzuki Program K-3

Michael Hanson

- ◊ Annual parent education nights about Suzuki educational methods and philosophy emphasize the interrelationship of teacher, parent and child in successful education.
- ◊ Materials are adapted, modified and/or created to meet curricular and community needs and interests.
- ◊ Bristol early-start violin instruction builds students' listening, learning and social skills.
- ◊ Students demonstrate mastery of leveled materials in performance, showing extended and multi-faceted focusing skills.
- ◊ Current research in neurobiology strongly suggests that instrumental music builds neural networks in the brain.

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Vocal/General Music & Performing Arts Program

Emily Sorensen

- ♫ High quality lessons & performances are guided by the Colorado Content Standards, but the overall goal is to develop students' love for music to keep them interested in continuing their music education.
- ♫ One grade level performance every year.
- ♫ African drums – Students develop rhythmic coordination through everyday drumming instruction.
- ♫ Bristol Bear-itones Honor Choir – A music enrichment program after school; partners with Colorado Springs Children's Chorale; participates in several festivals & community events.
- ♫ Math and literacy integration.

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Visual Arts Program

Katie Robinson

- Lessons are guided by the Colorado Content Standards, and have a focus on encouraging creative problem-solving skills.
- Students participate in three district art shows a year, and one local show during the summer.
- Every student has art displayed throughout the year.
- Lessons integrate literacy, math, science, geography, and history as well as develop fine motor, and self-esteem.
- Students showing low or little progress in the areas of fine motor, following directions, information retention, comprehension, or transposing letters or words go through an art intervention process. During this process data is collected on success of the interventions.

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Physical Education Program/Kinesthetic Arts

Janice Ruybal

The Physical Education program at Bristol is part of the Arts Team. Bristol provides high quality physical education program. The following are characteristics of a high quality physical education program.

- Administrative support with time and resources, etc.
- A highly qualified teacher who's curriculum and assessment is driven by District, State, and National Standards
- Academic and Arts integration (circus/ African night/ Japan)
- Sports Challenge- after school program
- Quarterly assessment through Fitnessgram

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Bristol Bear News -BBN

- Broadcast weekly throughout the school and to the community via district #11's Channel 16
- All students have the opportunity to participate
- Students work with staff and each other to perform all the jobs both on camera and behind the scenes
- A weekly Around School segment focuses on what is happening in classrooms throughout the school each week
- Positive behavior and achievements are honored and rewarded
- Students read, write and research to produce segments including trivia contests, a word of the week, a geography segment, and student book talks

This program was pioneered by Joan E. Grant and is continued this year by Rebecca Neff, Bristol's Library Technology Educator.

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ART Integration Night of Excellence



# Africa



Included the following:

- Drumming and Dance Performances, grades 3-5
- Suzuki, singing, and rhythm sticks, grades 2-5
- Literacy integration, grades K-5
- Art Show, grades K-5
- Storyteller and African culinary art and tasting
- Three art centers, face painting, Adinkra bags, and jewelry making

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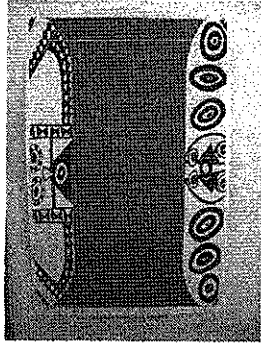
Parent Involvement

❖ Made possible by the cooperation of Bristol's staff and PTA.

❖ PTA earned a grant through the National PTA, which was funded by AXA Investment Firm.

❖ Bristol was the sole recipient of the National 'Take Your Family To School Week' Grant in the amount of \$1,897.00.

❖ We used the money for African food, hand drums, art supplies, advertisement, and a professional African- tales storyteller.



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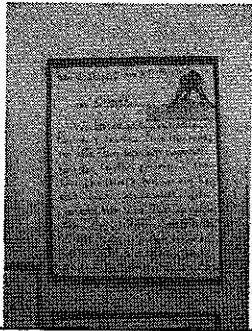
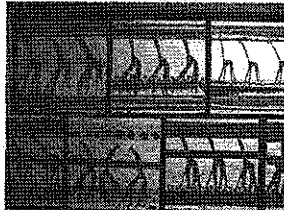
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Literacy and the ARTS Night of Excellence

Every grade level was given an African related writing prompt. The prompt either was related to their artwork created, or an African story read in class.



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History and Geography during the Night of Excellence



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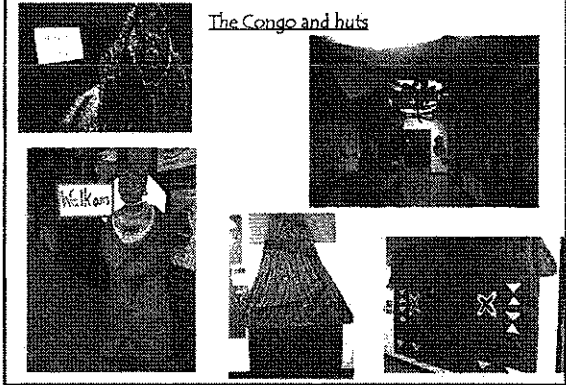
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Creating the atmosphere

The Congo and huts



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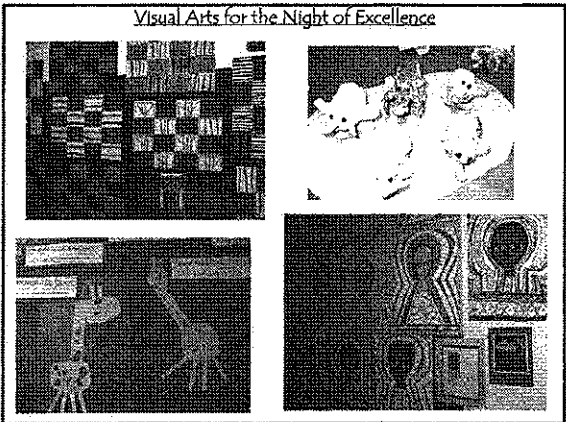
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Visual Arts for the Night of Excellence



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Suzuki during the Night of Excellence



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Music during the Night of Excellence



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Physical Education-DANCE



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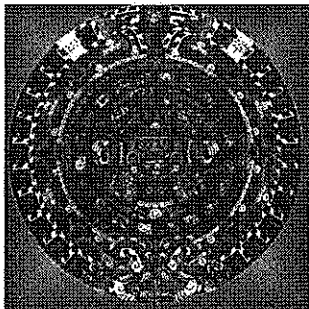
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Arts Integration 2009-2010  
Celebrating Hispanic Heritage



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